

Backward Design



Learning with a purpose

<http://larcstartalk.wikispaces.com>

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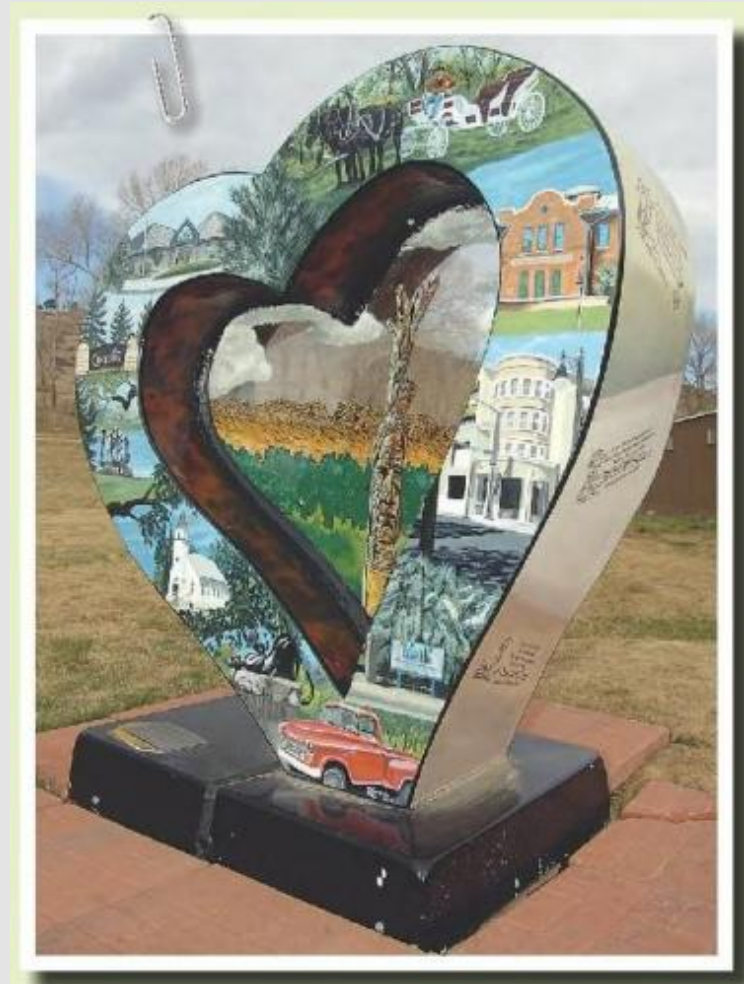
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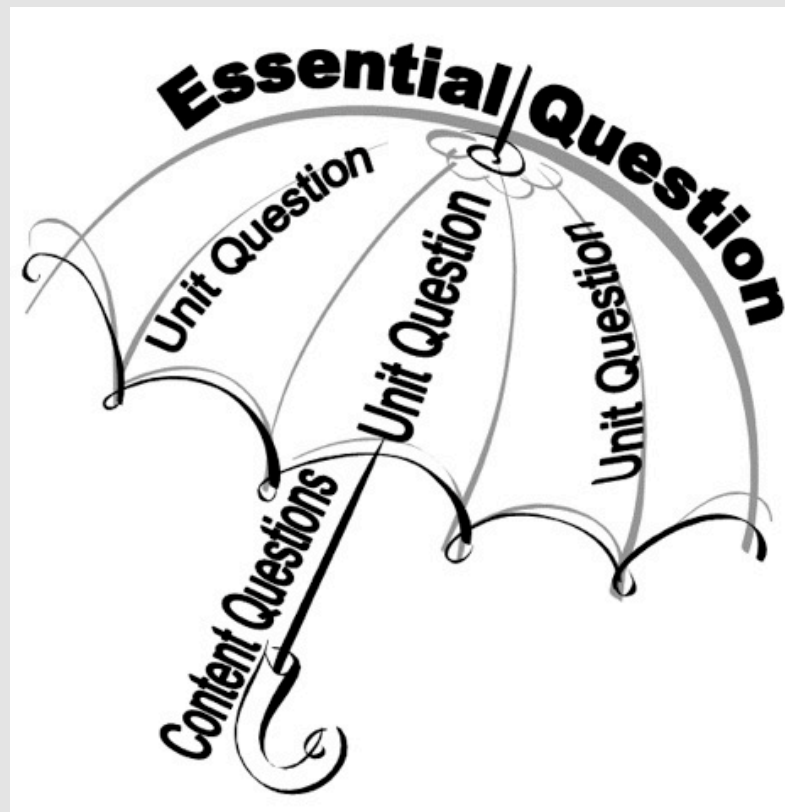
- PowerPoint
- Handouts
- Links
- Other helpful information
- <http://larcstartalk.wikispaces.com>

Today's Essential Question

- How do teachers create student-centered standards-based thematic units that engage all learners using backward design?



How does “backward design” change the way instruction is organized?



How does “backward design” impact student learning?





What is backward design?

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- A unit design framework for beginning with the end in mind. (*What does the learner know, understand is able to do?*)

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- A way to integrate *standards, curriculum, instruction, and assessment* within a unit with targeted results.

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- A unit design framework for beginning with the end in mind. (*What does the learner know, understand is able to do?*).
- A way to integrate *standards, curriculum, instruction, and assessment* within a unit with targeted results.
- A way to enhance meaningful understanding and transfer of learning.



Learner-centered



- Backward design is a way to authentically put the learner in the center of instruction.
- There is a BIG difference between just knowing and really understanding.



The learner will....

The learner will....

- Review the principles of backward design.

The learner will....

- Review the principles of backward design
- Analyze a thematic unit using backward design.

The learner will....

- Review the principles of backward design
- Analyze a thematic unit that uses backward design.
- Review of the standards and how to integrate them into thematic units.

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- Review the principles of backward design
- Analyze a thematic unit that uses backward design.
- Review of the standards and how to integrate them into thematic units.
- Use the three modes as the center for designing assessment and instruction.
- Examine and discuss the student program template.



STARTALK Principles for Effective Learning

Startalk:Online CurriculumDevelopment Guide: <http://startalk.umd.edu/>

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STARTALK Principles for Effective Learning

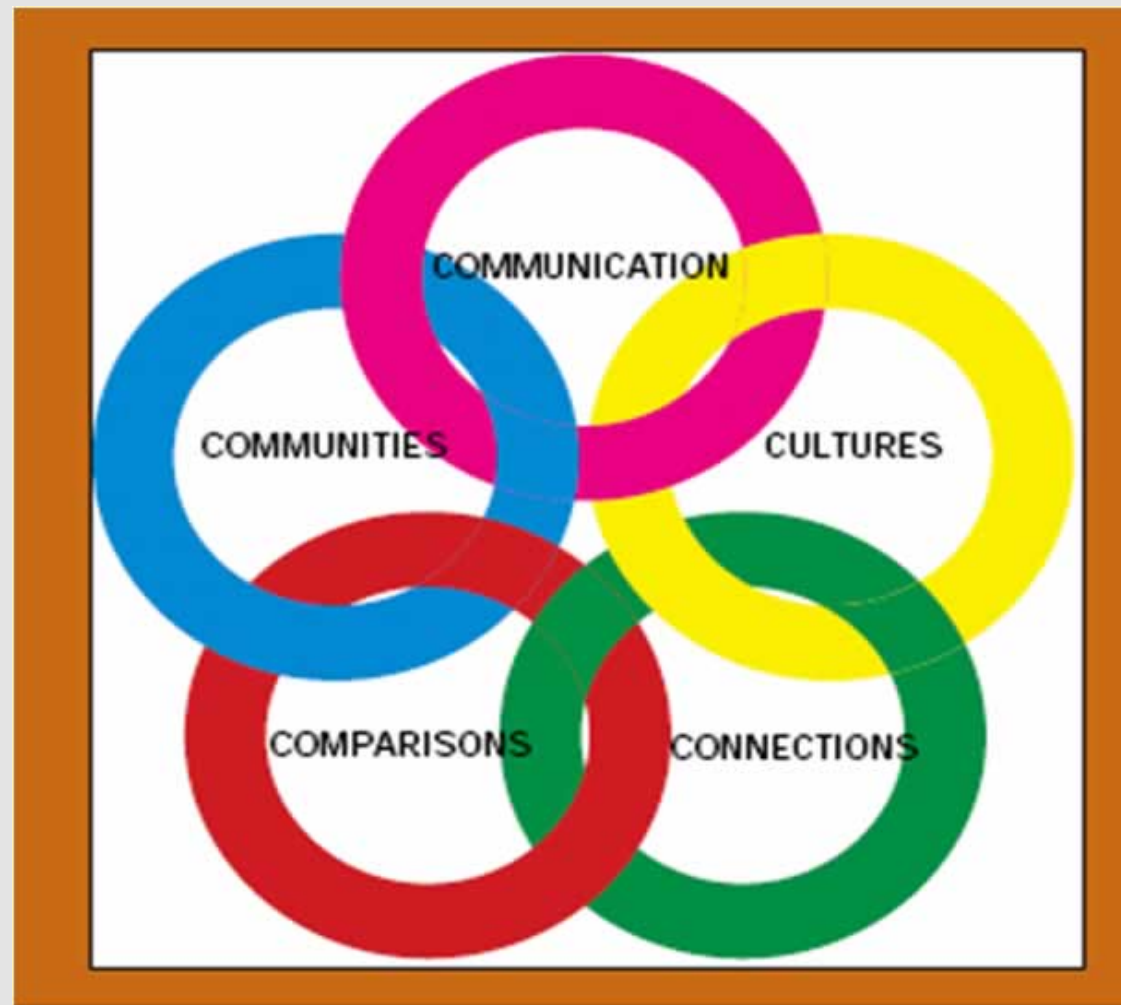
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- Assess learners' progress and performance.

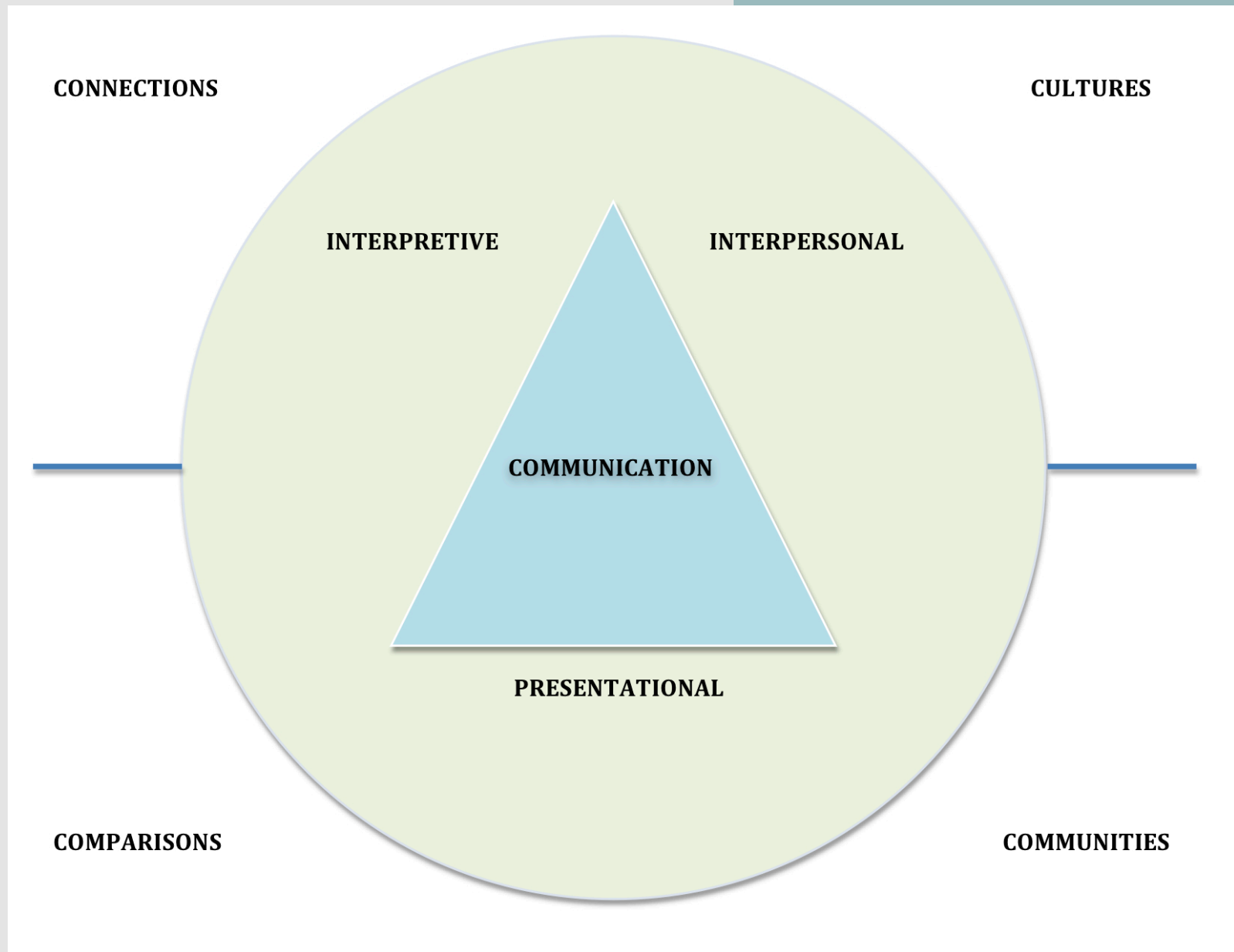
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- Differentiate instruction based on learner need.
- Use authentic materials.
- Assess learners' progress and performance.
- Facilitate student-centered learning.



The 5 C's-National Standards





Source: Laura Terrill

Goal 1: Communication

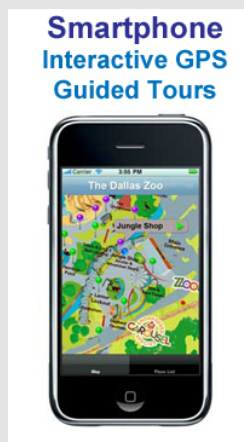
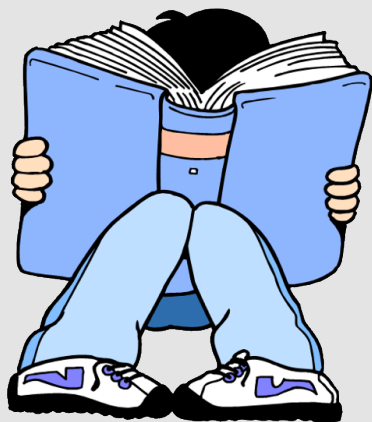
- Standard 1.1- *Interpersonal Mode*: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.
- Standard 1.2 – *Interpretive Mode*: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 – *Presentational Mode*: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

Source: STUDENT PROGRAM CURRICULUM TEMPLATE & GUIDE
Pages 6, 7 <http://startalk.umd.edu/>

Interpersonal Mode



Interpretive Mode



Presentational Mode



What is the mode of communication?

1	Prepare a poster about your favorite sport.	
2	Watch a movie trailer and write down the date the movie opens	
3	Talk about what to do on the weekend.	
4	Send a text message to a friend	
5	Create a graphic organizer for new vocabulary.	
6	Create a skit where you buy school supplies at a store.	

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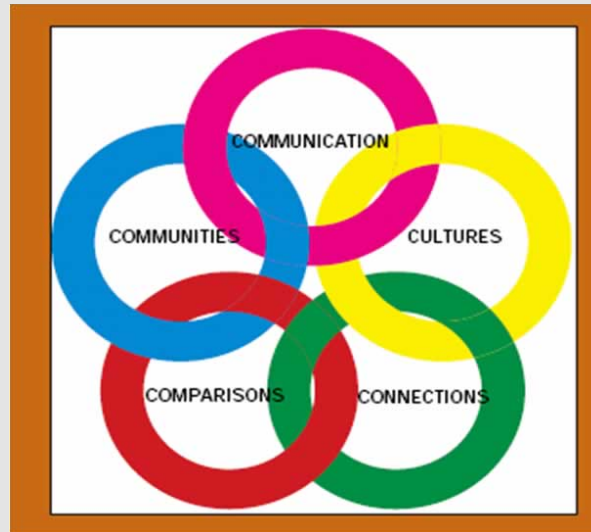
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The 5 C's-National Standards



I can create a unit using the national standards.

A.



B.



C.





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- The backwards design model centers on the idea that the design process should begin with identifying the desired results and then "work backwards" to develop instruction.
- “the end in mind”
- The framework identifies three main stages:



The 3 Stages of Backward Design

1. Identify desired results	What will the students know, understand and will be able to do?
2. Determine acceptable evidence of learning	How will the students know when they have reached the goals?
3. Plan learning experiences and instruction	What do I need to do in the classroom to prepare them for the assessment?

Stage 1: Identify Desired Results

- What relevant goals (content standards, objectives, learning outcomes, knowledge, skills) will this unit address?

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- What do students want to learn?
- What is relevant?



Stage 1: Identify Desired Results

- Choose a unit theme and subthemes.
- Establish outcomes based on the National Standards.
- Identify content knowledge and skills that align with theme.



Program unit theme and subthemes-Page 2

B. Program Theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

Family and Celebrations

X. Unit Sub-themes

What are the sub-themes that will address different aspects of the umbrella theme? These sub themes will facilitate student learning and enable students to demonstrate what they have learned.

Sub themes	
Unit 1	My Family and I
Unit 2	Cities
Unit 3	Hospitality and Entertaining



Let's brainstorm some themes.

Possible subthemes?

Food	
Housing	
Sports and Leisure Activities	

Establish outcomes based on the National Standards “can do statements”(p. 2)

Δ. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Goals	Standards	Students Can...
Communication	1.1 Interpersonal	<ul style="list-style-type: none">• Introduce themselves and others: ask and answer simple questions to exchange information about themselves and their families/friends.• Make and receive phone calls to family and friends in Urdu using culturally appropriate

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Establish outcomes based on the National Standards (p. 3)

Cultures	1.2 Interpretive	<ul style="list-style-type: none"> • Gather information from notes and letters written by family/friends. Read maps and small signboards to get around town and provide directions to others on how to get from one place to another. • Listen to short interviews and informational clips to pick up commonly used Urdu words and expressions. • Read Nastaliq script with increasing ease as they develop comprehension skills.
	1.3 Presentational	<ul style="list-style-type: none"> • Provide a short oral and visual history of their family and where they are from. • Orally present a digital genealogy trees where they describe their family members physically, where they reside, what they do, what they like to do, etc., • Make a poster collage of their favorite family member depicting a short life history and orally present it to the class.
	2.1 Practices	<ul style="list-style-type: none"> • Gain an understanding of the ways regional identities are marked in language and culture. • Understand respect and politeness and how it is conveyed through various communication settings. • Be able to differentiate formal and informal language and the appropriate occasions where each is used. • Understand the importance of showing respect and deference to elders in family settings as well in public life.

Source: STARTALK 2010 Sample Materials

BEGINNING WORLD LANGUAGE: Learner Profile (A)

By the end of your first year of language study, you can understand and say a lot. You can read and write in the language, as well. In general, you can confidently give personal information about yourself, as well as information about others; you can tell about your likes and dislikes, your preferences and your needs, and you begin to use the language for some daily functions, like asking for or giving directions or maybe even buying things like food or clothing. You will probably make some mistakes when you communicate, but you should keep in mind that these mistakes are a natural part of learning a new language. Just pay attention to them to see if you can begin to eliminate them. So, at the end of this semester/trimester ...

What can you say and write?

You can tell about yourself and others, using words, phrases or short sentences—sometimes even several sentences—as needed. You can provide this information as answers to questions or simply as descriptions of yourself, others, your daily life and your interests. You can also ask simple questions to get information that you need or want. You can make lists, fill in forms, write notes and use web-based communication.

What can you understand when you listen?

You will understand most of what your teacher and your classmates say. You will even be able to understand some things that native speakers say. In general when you listen, you will get the main idea of what is being said and maybe even a few details. You might have to hear questions more than once, but you will probably be able to figure out what is being asked and how to respond.

What can you understand when you read?

You will get the main ideas and some of the details when reading things like class schedules, personal profiles, menus, invitations, headlines, picture captions and other short passages.

THEME: *It's nice to meet you!*

UNIT 1	INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
	Listening	Reading	Person-to-Person	Speaking	Writing
	<ul style="list-style-type: none"> I can recognize some common greetings and expressions. I can understand someone saying a date or time. I can understand someone talking about their age, where they are from, their phone number and birthday. 	<ul style="list-style-type: none"> I can understand basic personal information from communications such as e-mails, personal profiles and short dialogues. I can identify some cognates or characters that help me understand the meaning. 	<ul style="list-style-type: none"> I can greet and say goodbye to people. I can introduce myself and ask someone their name. I can answer questions about my name, age, origin, and phone number. I can tell someone the date and time. I can tell someone when my birthday is. 	<ul style="list-style-type: none"> I can greet people. I can tell my age and my birthday. I can tell where I am from. I can tell the date and time. I can tell my telephone number. I can introduce myself. 	<ul style="list-style-type: none"> I can write an introduction of myself. I can write my age and my birthday. I can write where I am from. I can write my phone number. I can write the date and time.

THEME: *Who am I?*

UNIT 2	INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
	Listening	Reading	Person-to-Person	Speaking	Writing
	<ul style="list-style-type: none"> I can understand when someone describes themselves or someone else. I can understand simple questions about myself or someone else. 	<ul style="list-style-type: none"> I can understand some basic personal information found in short readings. 	<ul style="list-style-type: none"> I can answer questions about physical characteristics, personality and simple likes and dislikes. I can ask questions to find out basic information about someone else. 	<ul style="list-style-type: none"> I can describe myself including personality & physical characteristics. I can describe someone else including age, personality, and physical characteristics. 	<ul style="list-style-type: none"> I can write about myself including my personality & physical characteristics. I can write about someone else including their age, personality, & physical characteristics.

Source: Jefferson Ct. Public Schools, Kentucky

Identify content knowledge and skills that align with theme. “can do”(p. 5)

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, Linguafolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
Greeting others and taking leave at the airport, home of relatives, stores, site seeing, shopping, or at the Reunion.	Hello! How are you? Good-bye. See you later. I am doing well.
Comfortably use polite expressions, thank someone, apologize, and excuse themselves	Thank you. You are welcome/It is nothing You did me a favor. May I help you...?
Introduce themselves and others in an age appropriate manner	My name is... I am... years old. I live in.... I am the son/daughter ofWe are from....
Talk about one's family and ask others	family members (father, mother, sister,

Source: STARTALK 2010 Sample Materials

What “can do “ statements can you create for “Family and Celebrations”?

Stage 2: Determine acceptable evidence of learning

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- How will we know if students have achieved the desired results and met the standards?

Stage 2: Determine acceptable evidence of learning

- How will we know if students have achieved the desired results and met the standards?
- What types of assessments do we design?



Stage 2: Determine acceptable evidence of learning

- End of Program Performance Tasks
- Other types of assessment and evidence of learning



End of program performance assessment p. 8



<http://www.toondoo.com>

Stage 2: Determine acceptable evidence of learning

- Design culturally appropriate end of unit performance tasks using the three modes.
- Consider other meaningful evidence of learning



End of program performance assessment p. 8

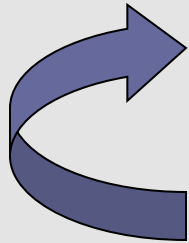
What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Students listen to and / or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

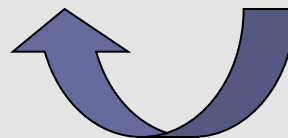
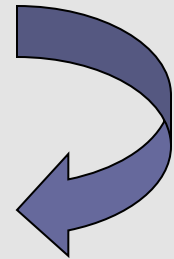


3. Presentational Communicative Phase

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, podcasts, websites, etc.

2. Interpersonal Communication Phase

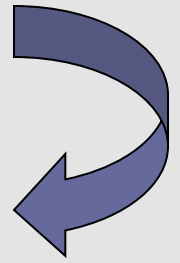
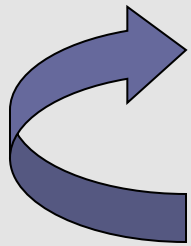
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text. This phase is audio- or videotaped.



ACTFL Integrated Performance Assessment

1. Interpretive Communication Phase

Read and listen to information on 2 endangered species.
Complete a graphic organizer on each animal.

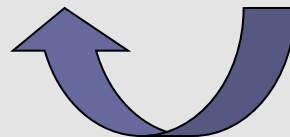


3. Presentational Communicative Phase

Narrate the story of one particular animal and create a multimedia public service announcement or advertisement to call attention to the plight of that endangered species.

2. Interpersonal Communication Phase

Imagine a conversation that might take place between the 2 different endangered species. Identify and describe “yourself”, comment on where you live, what the weather is like and comment on what you need to survive.

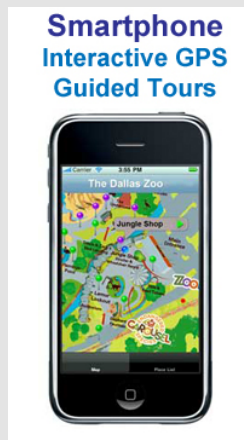
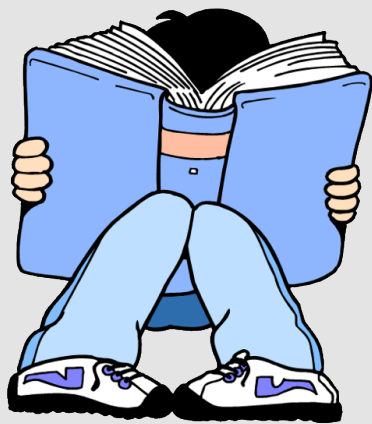


Interpretive mode

- One-way
- Comprehension of words, concepts, ideas, meaning of an entire piece
- Exposed to lots of culturally authentic materials such as text, films, works of art, songs, poems, music videos, advertisements, etc.



Interpretive Mode



Sample Interpretive Tasks

1. listen with visuals
2. follow a route on a map
3. check-off items on a list when watching a video
4. draw what is described
5. use Twitter with class
6. create questions from a brochure, reading, etc,
7. brainstorm or guess meaning from a song
8. paraphrase a new article in native language
9. listen to a song and fill in words
10. take a poll after listening to a passage



Interpersonal mode

- Two-way, spontaneous exchanges that involve negotiation of meaning
- Unrehearsed
- Can be based on information from the interpretive task.



Interpersonal Mode



Sample Interpersonal Tasks

1. conversation about a visual, movie, etc.
2. ask for /give directions
3. talk with with others about family, friends, school, books, movies, video games, etc.
4. discuss news events of the day
5. debate an issue
6. make plans with a friend, family member, etc.
7. Negotiate who does what chore, activity, who is on which team, etc.
8. telephone call
9. text messaging or e-mail with a friend or family member
10. respond to a letter or note



Presentational mode

- Rehearsed, revise, consult sources, and prepare ahead of time
- Use language for real world purpose
- Use language in new and different contexts.



Presentational Mode



Sample Presentational Tasks

1. brochure, itinerary
2. design a survey, poll, report results
3. Create a Wikispace, Facebook page, website
4. story, book or digital story
5. video, Podcasts
6. presentations, PowerPoints, movies,
7. skit or role-play
8. agenda, schedule
9. 3D model or digital sketch
10. public service announcement, commercial, TV game show
11. songs, plays, design games

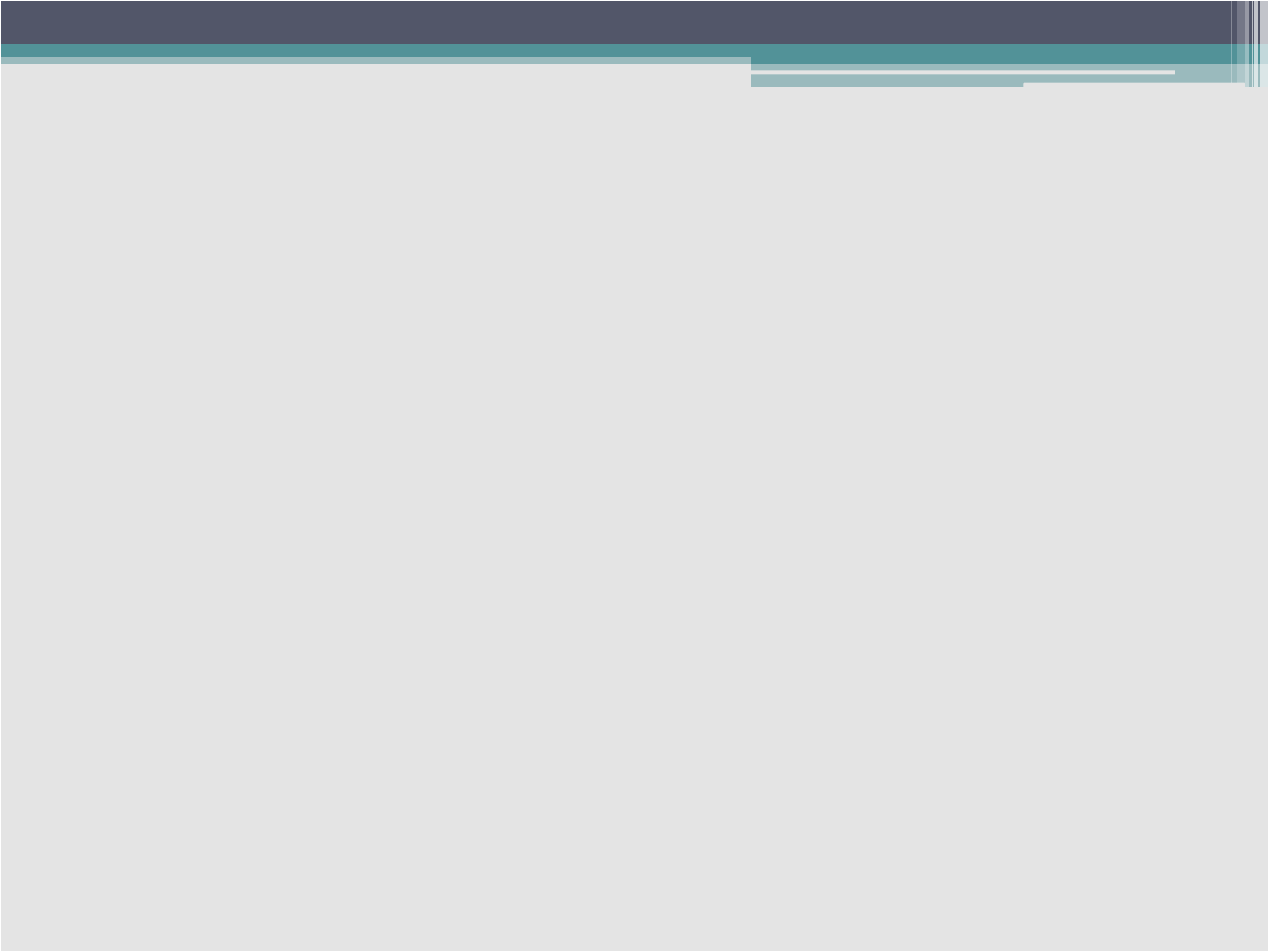


Other types of assessment- p.9

I. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students' attitudes and perspectives toward the target language and cultures

Examples	Brief description
Role plays (record using class flip cameras or video rooms in Weigle commons in Library)	<ul style="list-style-type: none">• Invite family members over the phone/through formal invitations to the celebration/occasion• Purchase and negotiate with store owners for materials (decorations) and ingredients for the celebration/occasion feast• Try to get directions from locals on the street about how to best get to historical sites in the city• Converse with family relatives you haven't seen for a while and tell them



Stage 3: Plan learning experiences and instruction

- What learning experiences, instructional strategies, activities, etc. will enable students to achieve the desired results?
- What needs to be taught and how?



Stage 3: Use effective instructional strategies

- Use target language for instruction.
- Facilitate student-centered learning.
- Ensure meaningful student-to-student and teacher-to-student communication
- Integrate language, culture and content.
- Differentiate instruction based on student need.



Use effective instructional strategies-p.11

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	Teachers will use TPR, visuals, and 3d prompts as much as possible to stay in the target language. Students will be provided with a cheat sheet of classroom vocabulary and phrases so that no non-target language interference is present. The parents of heritage students will have a special session on orientation day asking them to maintain the target language at home for the duration of the program. This year we are implementing a curriculum

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Materials and other resources-p.13

I. **Materials & Other Resources**

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable (Students will have these books to consult outside of class and during individualized tutoring sessions, as well as after the program concludes)	<ul style="list-style-type: none">• Teach Yourself Urdu Complete Course (Book + 2CD's) (TY: Complete Courses) (Paperback)• Teach Yourself Beginner's Urdu Script (Paperback)• Urdu-English/English-Urdu Dictionary and Phrasebook: Romanized (Hippocrene

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Technology-p. 13

ϕ. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological Tools	Explanation
Three Flip-cameras	These will be in each classroom for students to record evidence of their completion of tasks requiring making home videos, Skype calls, and to load as evidence on Linguafolio. TAs will also record some activities for the Teacher Training program.

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Integrating technology can also engage students

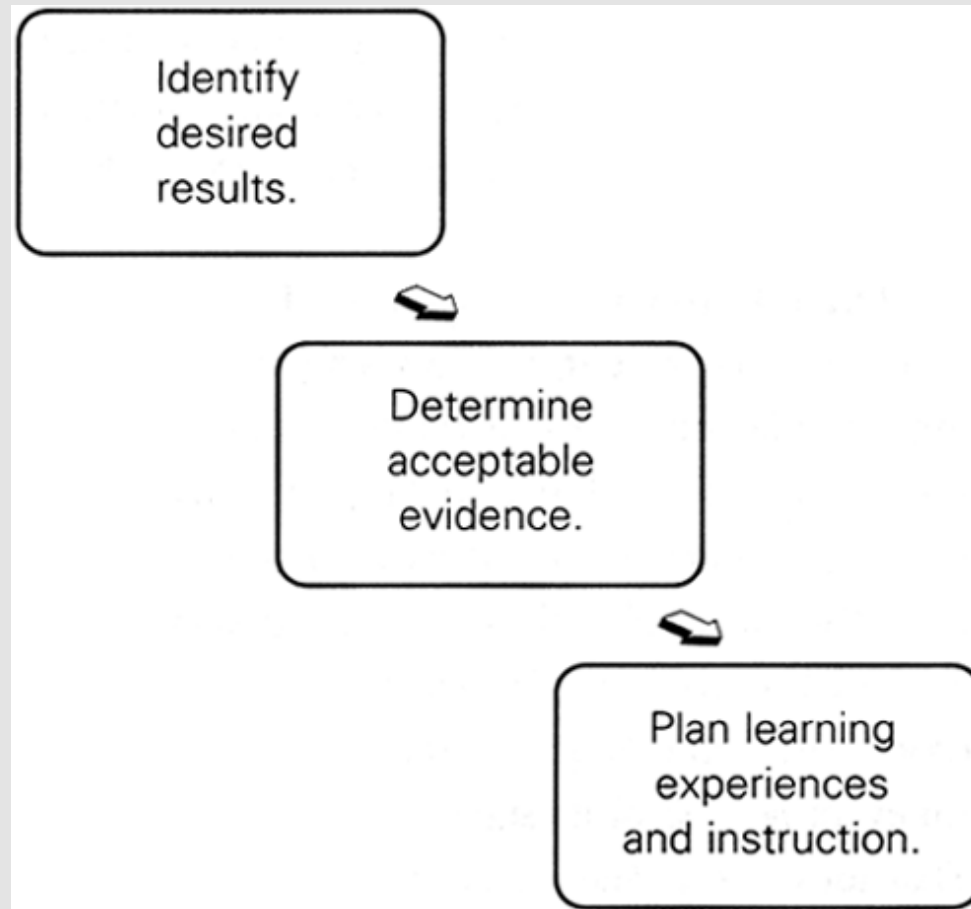
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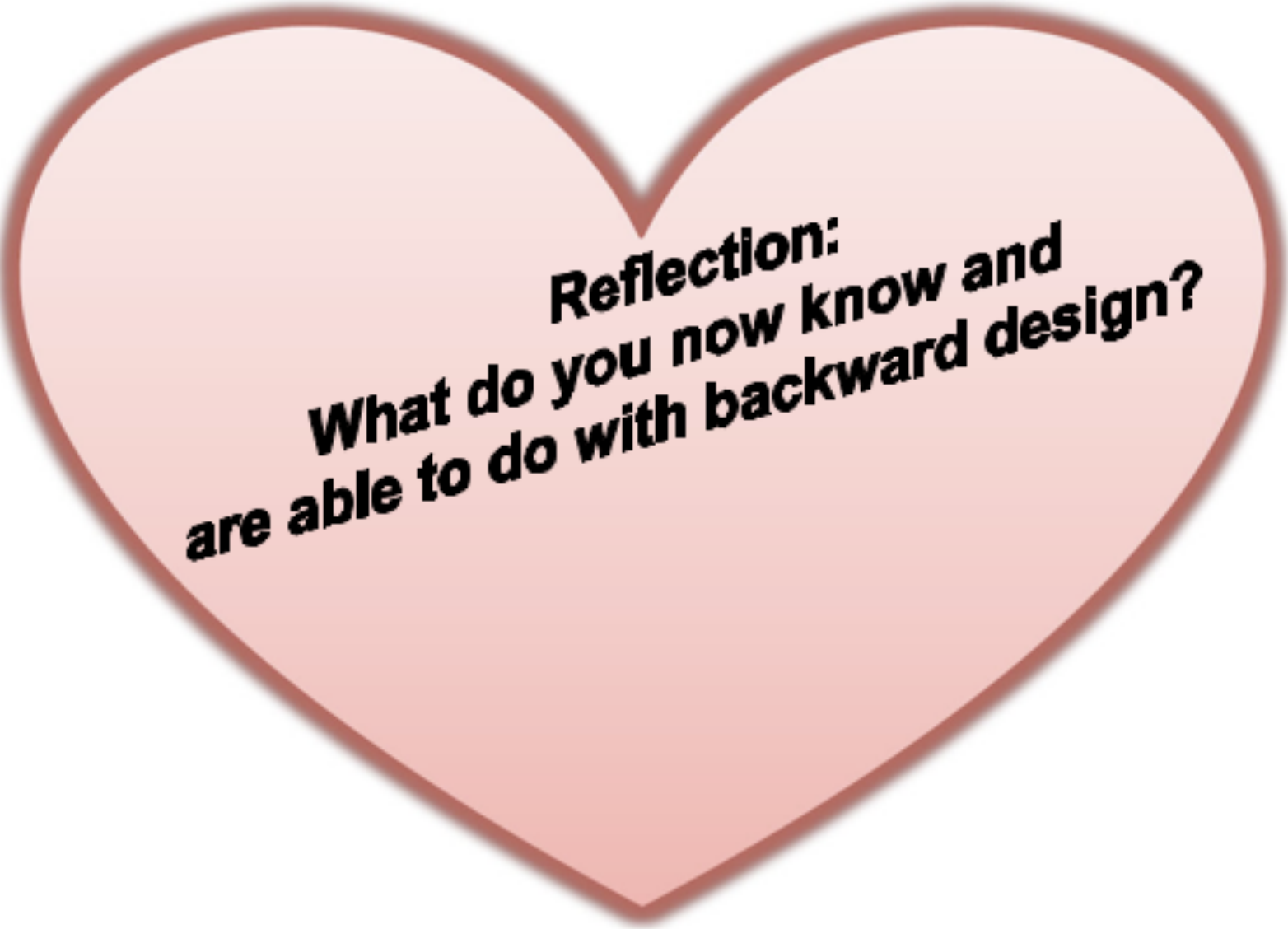


GoAnimate



Three Stages:





Reflection:
**What do you now know and
are able to do with backward design?**



<http://www.faceinhole.com>